Journal Entry #6 – Reflective Practice / Critical Reflection - March 7, 2009

Using our readings as a baseline,  "Becoming Critically Reflective" by Stephen Brookfield and "Defining Reflection" by Carol Rodgers we had small group discussions about Reflective Practice and being Critically Reflective in class today.

Karyn, Mike, Melissa and I shared our thoughts and ideas and were able to summarize our discussions on a new page of the class's wikispace <http://surreyfp.wikispaces.com/March+7+Group+2>.

I believe that we (teachers) all are naturally reflective by nature. That is the special make up that makes us who we are as teachers. We are always thinking about our lessons, how it went, what worked well, what didn't work well. Unfortunately, most of this is done in our heads. Which is the start of Reflective Practice. We can make little adjustments to tweak things for next time. But the hard part is taking it a step farther and becoming critically reflective. This is when you analyze your teachings with set criteria based on theories, assumptions, etc.. It is when you are able to look deeper into your teaching (styles, methods, or practices) to really understand yourself as a teacher. Critical Reflection is tougher to accomplish than just being Reflective. It takes an inner desire for improvement, a courage to ask for help, and extra time that most teachers do not always feel they have. However, teachers that do make this commitment to Critical Reflection will achieve more than by just casually reflecting.